Texas Education Agency
Standard Application System (SAS)

2017–2018 Perkins Reserve Grant

		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED OCT 26 PM 12: 07 TEXAS EDUCATION AGENCY
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #
Uvalde CISD	232903			
Vendor ID #	ESC Region #			
	20			

Mailing address		City	State	ZIP Code
1000 N Getty St. Box 1909		Uvalde	TX	78801-

Primary Contact

First name	M.I.	Last name	Title
Jeanette		Ball, Ph.D.	Superintendent of Schools
Telephone #	Email address		FAX #
(830) 278-6655	Jball1019@uvaldecisd.net		

Secondary Contact

First name	M.I.	Last name	Title
Altagracia		Valles	Director Career & Technical Education
Telephone #	Email address		FAX #
(830) 591-2950 Ext. 6136	Avalles6169@uvaldecisd.net		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeanette		Ball, Ph.D.	Superintendent of Schools
Telephone #	Email address		FAX #
(830) 278-6655	Jball1019@uvaldecisd.net		

Signature (blue ink preferred)

X _Jeanette Ball_

Only the legally responsible party may sign this application.

Date signed Oct. 25, 2017

Schedule #1—General Information	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

x _Jeanette Ball_ , Oct. 25, 2017

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

x *Jeanette Ball* , Oct. 25, 2017

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

x *Jeanette Ball*, Oct. 25, 2017

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 232903		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. *Only one Focus Area may be selected per application, limit of two applications per LEA* (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☒ Focus Area 4: Testing Site/Licensed Instructor

Uvalde Consolidated Independent School District's Career & Technical Education (CTE) application for the 2017-18 Perkins Reserve Grant, Focus Area 4, has been a cooperative planning initiative. The CTE teachers, administrators, Southwest Texas Junior College (SWTJC) administrators, and consultants met frequently to **identify demographic data** that brought out **areas of concern and marked needs**. We utilized our **demographics, our occupational trends** at the Texas Career Check site for Uvalde's region (27- Middle Rio Grande), our partnership with SWTJC and the **high-demand and high-wage jobs in our region**. We identified that Registered Nurses ranked #4 on our region's list (farming and ranching were #1 with education, teaching, #'s2 & 3, respectively. **In addition, we sought pathways to increase our collaboration with Southwest Texas Junior College (SWTJC).** We began with the end in mind as we envisioned a TEA approved Testing Site, run by a seasoned instructor, and nestled right here in Uvalde C.I.S.DI **With this information in mind, we set about working on a proposed budget** which would increase certifications for our CTE students. Our community is 78% economically and educationally disadvantaged, so an approved TEA Testing Site here at Uvalde High School, would help so many students who often have issues getting to Southwest Texas Junior College (SWTJC) to take a certification exam. Also, by being an approved TEA Testing Site we can offer mock testing sessions using pretest materials which we can purchase from our new partners at the National Health Career Association. Test anxiety that causes frustration and discouragement can be alleviated through practice sessions that reveal student strengths and weaknesses to be addressed by the CTE instructors via class instruction and individual skill conferencing. Uvalde High School CTE desires the help of TEA to bring our new test center into focus and into reality. We are concerned when courses are taught at Uvalde High School, but only tested at SWTJC. We are proposing that five new certification tests be offered at Uvalde High School in an approved TEA Testing Site for year 1 and then in continuation year (Year 2), we seek to add another five certification tests. While we have a growing partnership with SWTJC that we seek to strengthen through this grant, we want to provide options for our students, who would be able, in the future to take their certification tests at the high school on a scheduled Saturday afternoon or a scheduled week night when not offered at SWTJC. Thus our **student needs are driving funding and will remain the basis for our budget** for the life of the grant, as we grow, modify, and add certification tests to enhance existing/new career cluster programs while also providing a high-quality test experience at The Uvalde CTE Test Center. We intend to formalize our CTE group of teachers, Uvalde High School Principal, administrators, community members, students, the Superintendent, Uvalde C.I.S.D. Board members, and industry and college leaders as part of our **on-going management plan** with a formal **Uvalde High School CTE Advisory Council** who will meet monthly during year 1, and then quarterly year 2, growing, and truly representative of CTE needs as well as accomplishments. Our CTE Advisory Council will in the future **formulate informal and formal needs assessments** for continuous problem-solving as well as celebration of student and industry successes. Our overarching goal continues to be to provide a continuous pathway to identified occupations both high-demand and high-wage while increasing academic and technical knowledge and skills per the needs of our students. Providing a superb capstone industry experience that is transferable to post-secondary programs with our partner at Southwest Texas Junior College, is a worthy goal and one that will help solidify our program, our community, and students' futures. A formal report will be addressed with identified steps to address any areas of concern or lag. By providing a pathway to identified occupations that are both in high demand and high wage, and by providing a TEA approved Testing Site where mock testing as well as formal testing can occur, we are true to our rural roots while ensuring a smooth transition from our high school CTE courses to industry certifications, to continued postsecondary experiences are obtainable for all of our students both today, and with sustainability- for tomorrow!

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Seeking higher wages and a better quality of life for our students is a plan that provides not only course pathways, but adds additional tutoring sessions that will allow students to achieve deeper understandings of courses while preparing with their CTE teachers for certification exams. Tutoring sessions work weaknesses into strengths. This will also effect students' performance in work-based opportunities and in externships. Our **management plan** includes a CTE Testing Site Supervisor/ Proctor who will oversee operations of the Testing Site on a stipend basis with planned testing sessions for designated sessions for CTE students as a capstone experience. The CTE Test Center will utilize district computers approved by TEA and run by the Testing Site Supervisor/ Proctor. A Testing Site Aide will greet and sign in incoming test-takers in a designated room adjacent to the testing center (see floorplan on page 12 of this grant). The Tesdting Site will be trained by the Testing Site Supervisor/ Proctor and be able to meet certification exams' established protocol which submitted to the CTE Advisory Council members forreview. Our work with the council is outlined in the formal **evaluation** of the program along with enrollment, completion rates, number of certifications earned, continuation with a post-secondary institution and employment. A formal report will be addressed with identified steps to correct any areas of concern or lag. By providing a pathway to identified occupations that are both in high demand and high wage, we are keeping true to our demographics as a rural town of less than 8,000 occupants while ensuring a smooth transition from high school to industry certifications.

* All certifications can be found in Appendix A of the Perkins 2017-18 Reserve Grant Application Materials

Career Cluster	Certifications Proposed Year 1	Industry Authorizing Certification	New/Existing
Health Sci.	Certified EKG Technician	National Health Career Assoc.	New- Proposed Year 1
Health Science	Certified Patient Care Technician (CPCT)	National Health Career Association	New- Proposed Year 1
Health Science	Clinical Medical Assistant	National Health Career Association	New- Proposed Year 1
Health Science	Pharmacy Technician	National Health Career Association	Existing Joint Program Uvalde HS and SWTJC+
Health Science	Phlebotomy Technician	National Health Career Association	Existing-Joint Program Uvalde HS & SWTJC
Career Cluster	Certifications Proposed Year 2 (Continuation Grant)	Industry Authorizing Certification	New/Existing
Information Technology	Cisco Certified Network Associate	Cisco Systems Inc.	New- Proposed Year 2
Information Technology	Cisco certified Network Associate Security (CCNA)	Cisco Systems Inc.	New- Proposed Year 2
Information Technology	Cisco Certified Networking Tech.	Cisco Systems Inc.	New- Proposed Year 2
Information Technology	Oracle Certified Database Assoc.	Oracle	New- Proposed Year 2
Information Technology	Oracle Certified Java Programmer	Oracle	New- Proposed Year 2

Our application addresses completely all **Statutory Requirements** such as pertaining to following the fingerprinting requirement which will be strictly adhered. In addition, all **TEA Program Requirements** including, for example, supple-menting progams with grant funds rather than supplanting them. We are about providing individuals with coherent, organized and rigorous content/challenging standards and relevancy of technical skills needed to prepare and succeed in education and careers in current and emerging professions, providing career pathways and credentialed skills for recognized by industries or through the appropriate degree, etc. It is our goal to raise skill levels so that competency-base applied learning builds on academic knowledge, reasoning, etc. to complete a well-rounded professional, ready for any aspect of industry related employment or further post-secondary studies.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 232903				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018			Fund code: 244			
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	$4,900	$0	$4,900	$980
Schedule #8	Professional and Contracted Services (6200)*	6200	$0	$500	$0	$100
Schedule #9	Supplies and Materials (6300)	6300	$4,600	$0	$4,600	$920
Schedule #10	Other Operating Costs (6400)	6400	$500	$0	$500	$100
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$9,500**	**$500**	**$10,000**	$2,000
Administrative Cost Calculation						
Enter the total grant amount requested:					$10,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					$500	

* The salary of the CTE Director is as **In-Kind** for this grant and figured at 20% of her time. The CTE Director will have daily work supporting the proposed Testing Site as well as handling administrative oversite for the grant.
* The salary of the Assistant Principal of Uvalde High School is **In-Kind** at 15% of his time for this grant.

In-Kind contributions and matching amounts from Uvalde CISD:

Director of CTE = $70,000 x 20% = $14,000 (Grant implementation)
Asst. Principal = $60,000x 15%= $ 9,000 (logistics, discipline,etc,)
Total In-Kind Contributions= $23,000
Total of Budgeted Match= $ 2,000
Total= $25,000

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 232903			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Match**
Academic/Instructional				
1				
2 Testing Site Supervisor/Proctor (part-time, stipend)	1	0	$3,200	$640
3 Tutor	0	0	$0	$0
Program Management and Administration (Funded In-Kind)				
4 Project director- In Kind-Uvalde High School CTE Director	0	0	$14,000	$0
5 Project coordinator	0	0	$0	$0
6 Teacher facilitator	0	0	$0	$0
7 Teacher supervisor In Kind-Assistant Principal	0	0	$9,000	$0
8 Secretary/administrative assistant	0	0	$0	$0
9 Data entry clerk	0	0	$0	$0
10 Grant accountant/bookkeeper	0	0	$0	$0
11 Evaluator/evaluation specialist-external evaluator Sched. 8	0	0	$0	$0
Auxiliary Funded (In-Kind)				
12 Counselor (In-Kind) As needed	0	0	$0	$0
13 Social worker	0	0	$0	$0
14 Community liaison/parent coordinator	0	0	$0	$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21 Testing Site Aide (part-time, stipend)	1	0	$1,200	$240
22 Title	0	0	$0	$0
23 Title	0	0	$0	$0
24		Subtotal employee costs:	$4,400	$880
Substitute, Extra-Duty Pay, Benefits Costs				
25 6112 Substitute pay			$0	$0
26 6119 Professional staff extra-duty pay			$0	$0
27 6121 Support staff extra-duty pay			$0	$0
28 6140 Employee benefits			$500	$100
29 61XX Tuition remission (IHEs only)			$0	$0
30	Subtotal substitute, extra-duty, benefits costs		$500	$100
31 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$4,900	$980

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 232903		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	$0	$0
	Specify purpose: NA Building use is In-Kind		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$500	$100

Professional and Contracted Services

#		Grant Amount Budgeted	Match
1	External Evaluator- Will provide the evaluation of the grant program/contracted position	$500	$100
2		$0	$0
3		$0	$0
4		$0	$0
5		$0	$0
6		$0	$0
7		$0	$0
8		$0	$0
9		$0	$0
10		$0	$0
11		$0	$0
12		$0	$0
13		$0	$0
14		$0	$0
b.	Subtotal of professional and contracted services:	$500	$100
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0
	(Sum of lines a, b, and c) Grand total	$500	$100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	$4,600	$920
	Grand total:	*$4,600	$920

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

* Note: The requested cost is to help cover supply expenses such as pretest materials from National Health Career Association, software, computers (if needed) and other supplies. Some costs might be increased costs of software, site licenses, pre-test packages, printer ink, purchasing a secure sign-in pad and security camera for the receiving room which will also have to have a space for lockable storage so that all items brought in with a prospective tester can be secured outside of the testing area. Items to be secured include cell phones, watches with cameras, wallets, purses, back packs, etc.

Floor Plan of Proposed Testing Site
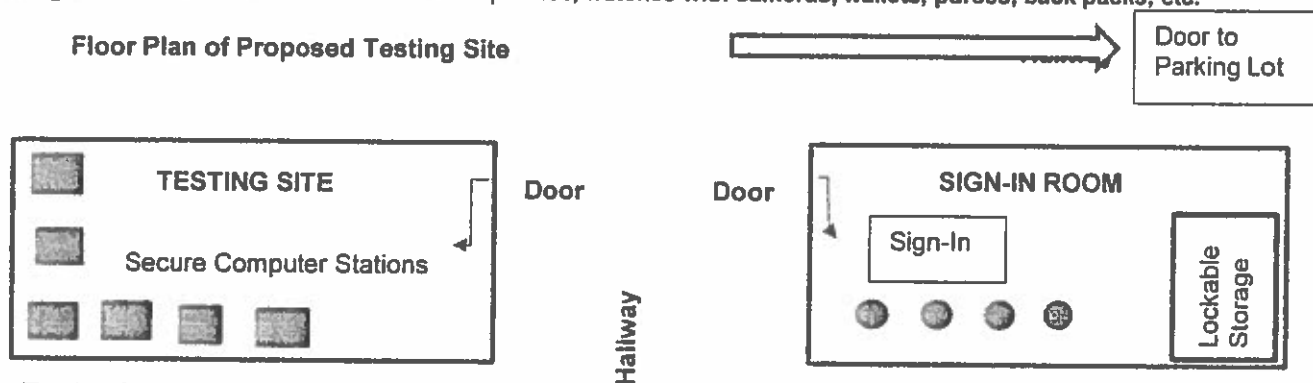
Testing Site has:
-Approved computers
-Security camera
-Approved floor plan
-Chairs
-Approved ancillary materials if any such as wipe/off/on board, markers.

Sign-In Room has:
Sign-in pad
ID check
Security camera
Chairs
Lockable storage: for cell phone, watches, coats, etc.

Proposed Order of Testing Session:

1. Students check-in at Sign-In Room with Testing Site Aide
2. Identity is confirmed, Students sign in, have pictured taken by secure camera.
3. Valuables are placed in box and labled, then stored in lockable storage.
4. Students wait silently in seats for group to move to Testing Site
5. When Test Supervisor/Proctor declares Testing Site open, Students are guided across the hall into the Testing Site. Testing Site Aide locks door to Sign-In Room and enters Testing Site with students.
6. Testing Site Supervisor/Proctor welcomes students and Testing Site Aide oversees students placed at each coputer station, remaining until testing session is completed.
7. Testing Site Supervisor gives any directions and session begins.
8. Students are monitored during session. Students wait silently to be released back to Sign-In Room.
9. Testing session ends, students silently return to sign-in room with Testing Site Aide ,check out, sign agreement not to discuss test items,retrieve valuables, and are escorted to door to parking lot.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Match**
6413	Stipends for non-employees other than those included in 6419	$0	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	$0
	Subtotal other operating costs requiring specific approval:	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$250	$50
	Grand total:	*$250	$50

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

*The $250 helps to cover cost increases in materials, pretest materials from NHA

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 232903 — Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)
1		N/A	N/A	$0	$0
66XX—Computing Devices, capitalized
2		$0	$0	$0	$0
3		$0	$0	$0	$0
4		$0	$0	$0	$0
5		$0	$0	$0	$0
6		$0	$0	$0	$0
7		$0	$0	$0	$0
8		$0	$0	$0	$0
9		$0	$0	$0	$0
10		$0	$0	$0	$0
11		$0	$0	$0	$0
66XX—Software, capitalized
12		$0	$0	$0	$0
13		$0	$0	$0	$0
14		$0	$0	$0	$0
15		$0	$0	$0	$0
16		$0	$0	$0	$0
17		$0	$0	$0	$0
18		$0	$0	$0	$0
66XX—Equipment, furniture, or vehicles
19		$0	$0	$0	$0
20		$0	$0	$0	$0
21		$0	$0	$0	$0
22		$0	$0	$0	$0
23		$0	$0	$0	$0
24		$0	$0	$0	$0
25		$0	$0	$0	$0
26		$0	$0	$0	$0
27		$0	$0	$0	$0
28		$0	$0	$0	$0

66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

#					
29				0	0
			Grand total:	$0	0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 232903			Amendment # (for amendments only):	

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1,000	78%	2016-2017 TSDS PEIMS Disaggregation of PEIMS Student Data
Limited English proficient (LEP)	304	6.37%	2016-2017 TSDS PEIMS Disaggregation of PEIMS Student Data
Attendance rate	DNA	DNA%	DNA
Annual dropout rate (Gr 9-12)	DNA	DNA%	DNA

Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	DNA	DNA	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
6-10 Years Exp.	DNA	DNA	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
11-20 Years Exp.	DNA	DNA	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
20+ Years Exp.	DNA	DNA	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
No degree	11.3	5.4%	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
Bachelor's Degree	156.2	83.2%	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
Master's Degree	22.5	11.4%	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.
Doctorate	0.0	0.0%	TSDS PEIMS Staff FTE Summary is available for the district report only, not for campus report.

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										433	374	305	297	1,409

Teachers															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										24	23	22	20.2	89.2 (Grades 9-12)*

*As we grow and add new classes to our course clusters, we recognize that our current CTE courses have teachers with 5 preparations daily. As we add courses, we will need to pay close attention to adding more personnel with CTE specializations to keep our quality programming growing in quality as well as quantity.

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(s) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uvalde High school was the selected campus as it houses the CTE Program. The new Director of CTE for Uvalde High School came into her position in August of 2017.Formal needs assessments had not been employed, therefore, the new Director of CTE utilized data both formal and informal to identify areas of need.

Formal data: We utilized PEIMS data from the CTE Program at Uvalde High School. The district has only one high school. Over half of the student population at Uvalde High school (61.2%) are enrolled in CTE courses. This means that 1 out of every two students is seeking to complete and enter college or industry programs and is interested in finding an industry certification that will lead to a high-demand and high-paying job. Uvalde is over71% economically disadvantaged, so our students need programs that provide logical career clusters with a capstone experience as well as dual credit and advanced placement opportunities to ensure they can complete and compete in college and workforce settings. Below is a chart of the career clusters offered at Uvalde High School and with our partner at Southwest Texas Junior College (SWTJC):

Cluster	Enrollment PEIMS 2016-17: May represent duplicated student counts	Offered in 2017-18 (Y/N)	Position on the Texas Career Check for Uvalde- Region# 27 (Middle Rio Grande) Includes the top 25 jobs &salaries
Ag. Food & Natural Resources	170	Y	1
Architecture & Construction Cluster	107	Y	1
Arts, AV Technology & Communication Cluster	135	Y	23
Business, Management $ Administration Cluster	212	Y	10
Education & Training Cluster	28	Y	2
Finance Cluster	22	N	13
Health Science (UVHS,SWTJC)	326	Y	4,6,7
Hospitality & Tourism Cluster	271	Y	NA
Human Services Cluster (SWTJC) Cosmetology	271	Y	10,23
Law, Public Safety, Corrections & Security Cluster (SWTJC)	224	Y	9
Manufacturing Cluster (SWTJC)	23	Y	5
STEM-Science, Technology, Engineering & Mathematics Cluster	16	Y	Embedded in most job areas
Transportation, Distribution & Logistics Cluster (SWTJC)	27	Y	5

Our largest cluster enrollment lies in Heath Science and is listed as "Registered Nurses" as number 4 on the Texas Career Check for Uvalde's region (#27) which is the Middle Rio Grande. As a result of this interest, equipment has been purchased by Uvalde CISD to allow courses to be taught at Uvalde High School, while testing is currently at SWTJC. An approved Testing Site at UHS would provide more options to a community that is already rural and economically disadvantaged. Feedback was drawn in August from formal data, interviews with instructional staff, to ascertain differences in perceived needs and existing needs.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address Need
1.	Over half of the Uvalde High School population are enrolled in Career & Technology courses. Our goal is to improve the facilitation of certification testing to occur at Uvalde High School as well as SWTJC to provide our students/community with options and more flexible scheduling.	By having the Uvalde High School CTE Testing Site as an **approved TEA Testing Site**, students would not have to drive to San Antonio if their requested test session at SWTJC was full or unavailable. SWTJC is an approved Pearson Vue Test Center. The next closest one is Southwest ISD 67 miles (one way) from Uvalde. We seek to ease tension, and economic restrictions that many of our students face if they need to find a test center and SWTJC is not available.
2.	With the number of students needing certification testing, for example, in Health Sciences, we need to be an approved Test Site. If we enroll over 300 students into Health Careers, then by the time they are Seniors, there should not be an 80% drop in the number of students who are ready to test. By partnering with the National Health Career Association, Uvalde HS can purchase materials for pretesting students so that classroom and test prep can be better melded. Again, this provides more flexibility for our students who need to feel comfortable and may suffer from test anxiety.	Uvalde students enrolled in Health Sciences, may have practicums with SWTJC, but they can pretest at Uvalde High School at the CTE Testing Site, once approved by TEA as a testing site. This means a closer relationship with instructors who will know student skills and strengths/weaknesses. The goal is to adjust instruction through a coaching model to accelerate student learning. By pre-testing, instructors can find out which teaching strategies best fit the needs of their students, and then apply, retest, and conference again with students and then retest using another form of the original pre-test materials from NHA. Our goal is 98% or better completion.
3.	Informally, students have confided in Career & Technical Education teachers their frustrations in not passing certain certification exams. One expressed area of concern is in the Heath Science cluster. We have 326 students are currently enrolled. Nursing is a high demand and high paying job in this region. Our students have opportunities at the local and regional hospitals, clinics and doctors' offices. By increasing the chances of student success, we increase opportunities to meet their potential and ultimately our community's successes. Success in implementation will increaser success in the number of certifications earned, thus easing the tension and helping students to achieve.	Having an approved Testing Site will enable students to feel at home testing at their high school where many of their Heath Science classes are taught. Other students may have no testing site preference. Uvalde CTE teachers have attributed the weaknesses to lack of math and science skills, but by being able to take pretests/ practice tests, with the same security and procedures as in an approved TEA Testing Site at Uvalde HS, teachers will be able to analyze results and identify areas of weaknesses from nonsecure pretest items. In addition, teachers and students will be able to conference about the pretest items/responses and build learning goals together to improve final test results. Higher rates of completion should be the result.
4.	There is no identified Testing Site for CTE other than the testing site at SWTJC. The lack of an approved Testing Site at Uvalde High School for CTE, hampers the instruction because testing informs instruction and should be on-going, formal and informal. Currently, the testing is summative in nature, and not the best option available for our students.	This program would allow formative measures to be in place so that the Testing Site could yield valuable information to instructors to tailor their instruction to match student needs in a proactive and direct manner during mock testing with non-secure items provided by NHA as well as to prepare students for the actual testing experience.

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Schedule #14—Management Plan	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE	This is a district-funded (in kind) position that will oversee the total operation of the grant program. This position calls for supervisory experience, supervision training in a CTE setting, and experience working with CTE teachers and staff. On-going training of the director will enhance performance of the grant program along with feedback he/she gathers regularly from staff, students, parents, business and industry partners, and community college partners. This position requires a Mid-management certification, a Master's degree, and a proven track record for excellence in leadership.
2.	Testing Site Supervisor (part-Time, stipend)	This position requires a certification in technology so that the care, operation and monitoring of computer systems can run smoothly with little to no delays in the functioning of the CTE Testing Site. This person will be or able to operate a TEA approved Testing Site and will be directly supervised by the Director of CTE. This position will also require one who is experienced or able to be trained in high-level test security testing situations. The position also requires the supervision of the aide (proctor) position who will assist with CTE Testing Site procedures/protocol to receive students in a secure location. He/she will follow secure procedures to identify, and monitor students arriving for testing to include students' use of lockable storage to prevent CTE Test Center security breaches.
3.	Testing Site Proctor (Aide) (Part-Time, stipend)	As outlined above, the proctor is the first person an arriving tester will meet. This is done in a secure setting across from the CTE Test Center. Valuables are locked up and the aide is vigilant that no devices taken into the CTE Test Center and in doing so, follows the test protocol. The CTE Test Center Aide meets all requirements as outlined by TEA (Being an Aide in Texas) and will receive on-going training and evaluations from the Test Center Supervisor to follow all rules and procedures as required of an approved TEA Testing Site to include final checking in/out of prospective testers.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide UHS students a 100% secure, reliable, and approved CTE Test Center as evidenced by TEA approval for Uvalde HS CTE Testing Site.	1.	TEA Testing Site approved at Uvalde HS	10/26/17	08/31/18
		2.	Identify Testing Site room, Testing Site Receiving Room, computers, site licenses.	11/10/17	11/13/17
		3.	Post, interview, hire, and train CTE Test Site Supervisor	12/10/17	12/20/17
		4.	Post, interview, hire, and train CRE Testing Site Proctor	12/10/17	12/20/17
		5.	Order pretest materials, set up trainings, from National Health Career Association (NHA) (on-going) Utilize district CTE funds	12/10/17	08/31/18
2.	CTE Advisory Council guides implementation CTE Testing Site, providing insight and improvement.	1.	CTE Advisory Council, mtg. calendar posted, grant goals, etc. reviewed-external eval. Feedback	12/21/2017	08/31/2018
		2.	CTE Testing Site Newsletter/electronic 2x year	12/21/2017	07/31/2018
		3.	CTE Advisory Council data review 2 x year, report	01/16/18	06/19/2018
		4.	Final Data Evaluation/suggestions/Changes made	02/20/18	08/31/2018
		5.	Board Presentation made 2x year	01/22/2018	08/13/2018
3.	Student Counts	1.	% students tested/% passed	12/21/17	08/31/2018
		2.	% students in college or employed	01/16/18	08/31/2018
		3.	% students in high demand-high wage jobs	01/16/2018	08/31/2018

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Uvalde CTE Program management plan includes:

(1) Grant training so that all CTE teachers/staff are aware of the grant program, the management of the program, and the evaluation, sustainability of the grant program as well as on-going problem-solving procedures.

(2) Training will be provided on the use of the test center, requirements for testing and how the program complements the current CTE program as well as the CTE program at Southwest Texas Junior College. A full understanding of what a Pearson VUE Certified Test Center entails at SWTJC and what a TEA approved Testing Site encompasses will also be presented to staff. (Note: Please see proposed floorplan and procedures on page 12 of this grant application.)

(3) Regular staff meetings will be held across the year to address course issues, student successes, questions, extensions, testing, etc. As student conferencing from pre-test sessions continue, meetings will encompass identified strategies and implementation techniques that have had positive results.

(4) Feedback from parents, students, and staff using regular surveys each quarter for the first year and then each semester after that will provide opportunities to ascertain performance satisfaction, and to address concerns in time to problem-solve and correct issues so that barriers to participation, computer problems, test center issues, student general issues, etc. are addressed in a proactive and timely manner.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On-going efforts include seeking ways to maximize funding to provide quality CTE instruction and testing opportunities. This includes seeking further grant funding to improve, expand, and build a sustainable CTE program that will provide cutting edge business and industry certification classes and testing opportunities for Uvalde CRE students and community members who want to utilize the testing center to take for example, Comptia certification tests.
The program will coordinate the use of grant funds to supplement and not supplant any existing program or funding. The Director of CTE and Early College High School will monitor and approve all funding sources to provide assurance that funds are spent wisely to maximize the effectiveness of grant funds. To ensure that all participants remain committed to the project's success the following will be put into place: A CTE Advisory Committee will be made up of CTE teachers, student body representatives, representatives from local colleges such as the Southwest Texas Junior College, parents, local business and industry leaders and administrators to include the Superintendent of Schools. The CTE Advisory committee will meet monthly to discuss the program's growth, effectiveness, and expenditure of grant funding. The group will also discuss future plans and ways to advertise the and grow the existing program. Other topics will include, guest speakers, internship opportunities, teacher feedback, test center feedback, parents and community feedback and advisement from the business and industry representatives. The CTE Advisory Committee will be spearheaded by the Director of Uvalde CTE. Regular program newsletters will be drafted, approved by the CTE Advisory Committee, sent out and posted on-line at the district CTE website in both Spanish and English, outlining current programs, upcoming testing, highlights of particular industry partners, internship opportunities and a FAQ section where common questions can be addressed. Highlights written by current and former CTE students will be of particular interest and highly valued.

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	Schedule #15—Project Evaluation

County-district number or vendor ID: 232903	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Informal/ qualitative methods	1.	Informal visits to interview testers following their testing experience 4 x year
		2.	100% report positive CTE tchr feedback/if less than 100%, ID changes
		3.	Informal feedback Testing Supervisor, Test Proctor, CTE teachers, Director
2.	Formal/quantitative	1.	Attendance rates monitored, if falling below 98%, review, follow-up
		2.	Completion rate set at 98- 100%, Course grades, ID # and %
		3.	Use of pre-test materials monitored if less than 98% completion achieved
3.	Formal/quantitative (cont.)	1.	Number individual conferences completed and % improvement
		2.	Percent of students achieving certification for capstone experience
		3.	Percent of students moving into postsecondary experiences
4.	Formal/quantitative (cont.)	1.	Percent of students achieving high-demand, high-wage employment
		2.	Percent of students who would recommend this program to others
		3.	Percent of CTE teachers satisfied/or not with CTE Testing Site results
5.	Cost-Effectiveness	1.	Percent of grant monies spent compared to percent students passing tests
		2.	Percent of grant monies spent and percent achieving 98% attendance
		3.	Percent of grant monies spent and percent graduating

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection methods include informal process and procedures for qualitative responses for continuous monitoring and growth. These may occur less formal at the beginning and move into more formal measures as the program continues. i.e., the use of qualitative remarks recorded by the interviewer moves into a Likert-scale set of responses and an open-ended response section to be completed by the respondent.

Data collection for attendance in CTE classrooms is formal, however, absenteeism causing attendance to drop below 98% attendance rate requires interventions and problem correction solutions to mediate, accelerate, and reconnect students on their path to success. Each case can be very different, requiring different strategies and qualitative methods to achieve 100% satisfaction and problem-solution/s. Case studies often identify issues that are home or relationship-based. A team approach is often desired to mediate cases. For instance, a high functioning autistic child may need a testing accommodation such as a seat in the Testing Site that is away from others to lower sensitivity issues, for example. Data plus qualitative information can help to alleviate or head-off problems for increased student success. Another child may have a handicapping condition that is in an IEP at the High School. It is imperative, that before a student go to a Testing Center, the Testing Site Supervisor has been made aware of any handicapping conditions through the IEP. Although, a formal process exists at TEA for accomodations for special education testers, such as increased time to test, this coordination of information can result in higher scores and better quality testing experiences for ALL.
As the program grows, if a problem is indicated by data, the external evaluator, or by an instructor, the Director of CTE and can problem solve for possible solutions with stakeholders, which could include taking an issue to the CTE Advisory Council for ideas, suggestions, etc. Problem detection is an opportunity for growth and will be viewed as such. To ignore problems endures more problems and student progress issues. Roland Barth, famed speaker and former President of the Harvard School for Principals, says, "Education is the only place they circle the wagons and shoot in." At Uvalde High School, the CTE Program will circle the wagons- to seek solutions together to grow and sustain our students who will utilize our TEA approved Testing Site for many happy years to come.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Focus Area 4-NA

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Focus Area 4-NA

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Focus Area 4-NA

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Focus Area 4-NA

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Focus Area 4-NA

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Focus Area 4- NA

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Schedule #17—Responses to TEA Program Requirements			
County-district number or vendor ID: 232903		Amendment # (for amendments only):	

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

We are seeking to be an approved Testing Site from TEA through this Grant to test the following for this school year and into the future.

Capstone Industry Certifications Partnership with Postsecondary Inst. (Year 1)	Career Pathway Aligned Course/Program of Study	Certification Exams/Cost (Students)	Partnership with Postsecondary Inst. SWTJC
Certified EKG Technician	Diagnostic Services Health Science Theory (13020400) Health Science Theory/Health Science Clinical (13020410)	Testing Site $155.00	Courses taught on UVHS campus with Lab at SWTJC
Certified Pharmacy Technician	Therapeutic Services Pharmacology (13020950)	Testing Site $115.00	Courses taught on UVHS campus with Lab at SWTJC
Certified Patient Care Technician (CPCT)	Therapeutic Services Health Science Theory (1320400) Health Science Theory/ Health Science Clinical (13020410)	Testing Site $155.00	Courses taught on UVHS campus
Clinical Medical Assistant	Therapeutic Services Health Science Theory (1320400) Health Science Clinical (13020410)	Testing Site $155.00	Courses taught on UVHS campus
Phlebotomy Technician	Therapeutic Services Health Science Theory (1320400) Health Science Clinical (13020410)	Testing Site $155.00	Courses taught on UVHS campus with Lab at SWTJC
Capstone Industry Certifications Partnership with Postsecondary Inst. (Year 2) (Continuation Grant)	Career Pathway Aligned Course/Program of Study	Certification Exams/Cost (Students)	Partnership with Postsecondary Inst. SWTJC
Cisco Certified Networking Associate	Network Systems Networking Lab (13020410) Computer Tech Practicum (13027515)	Testing Site Site License	Courses taught on UVHS campus
Cisco Certified Network Assoc. Security (CCNA Security)	Network Systems Networking Lab (13020410) Computer Tech Practicum (13027515)	Testing Site	Courses taught on UVHS campus
Cisco Certified Networking Technician	Network Systems Networking Lab (13020410) Practicum/Extended ((13027515)	Testing Site	Courses taught on UVHS campus
Oracle Certified Java Programmer	Information & Support Services Computer Programming II (13027700)	Testing Site	Courses taught on UVHS campus
Oracle Certified Database Associate	Information & Support Services Computer Programming II (13027700	Testing Site	Courses taught on UVHS campus

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 232903	Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

Awarding of the TEA Perkins Reserve Grant for Focus Area 4 will complement the Uvalde High School Career & Technology program in the following ways:

(1) Provides a TEA approved Testing Site within our students' own high school building where they take many of their CTE classes. Being able to take certification exams as another option, complements the existing CTE program and those who prefer testing at SWTJ versus those who do not or cannot. For others, transportation to and from Southwest Texas Junior College during the day has not been an issue, however, there has not been any test prep made available. Pretests from NHA (National Health Career Association) can be purchased using funds from this grant program, unlike in prior years. To be able to take mock tests would complement the existing CTE courses

(2) Utilizing a TEA approved Testing Site to yield results from pretests will increase student skill sets to impact positively student outcomes. Southwest Texas Junior College is a certified Pearson VUE Testing Center. Previously, if the date chosen for testing was not a date a student could test at the Southwest Texas Junior College site, the next closest site would be at Southwest ISD which is located 67 miles away in San Antonio, and poses a transportation issue for students and local community members.

(3) Provides an opportunity for individuals who want to take a certification tests close to home where their experience and familiarity with the high school setting raises comfort levels and can help ease test anxiety.

(4) This grant program complements the existing CTE program because it expands one's thinking about student success and provides ways for teachers to have a greater share in problem-solution scenarios rather than experiencing a feeling of helplessness.

(5) This will only increase the number of students who have more choices and opportunities for their career pathway Providing a TEA approved Testing Site at Uvalde High School sets us on the path for growing the number of courses offered and tested at Uvalde High School across time (see Year 2 on page 26). This is going to raise self-esteem and help a rural school district to excel.

(6) Uvalde CISD serves all of Uvalde, Uvalde Estates, and the town of Batesville. Batesville is 25 miles away from the city of Uvalde and was made a part of Uvalde CISD in 1973. One elementary school is located there. After sixth grade, students are bussed each day from Batesville to Uvalde High School. Those wishing to partake of CTE career pathways, must also be bussed to SWTJC for some classes and for testing. If Uvalde High School CTE can have a TEA approved Testing Site, it would not only complement the existing program, but it would offer students who live in Batesville more flexibility, and equality of access to mock testing with pretest materials, and less time spent on the road. This grant program would help bond Batesville students and Uvalde students in a sense of unity with Uvalde as they would all enjoy the benefits of an approved TEA Testing Site, and as any other high school student attending the CTE program, need more opportunities for success, not another bus to catch.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):		

No Barriers: The Uvalde High School Test Center poses no barriers to full participation in services.

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☒
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☒
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☒	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making*	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school * CTE PAC newsletters in English and Spanish, both paper and electronic. E-mail blasts, etc.	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☒	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☒	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☒	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☒	☒
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☒
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☒
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☒
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☒
F07	Provide training for parents	☐	☐	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☒
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☒
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☒
H02	Provide staff development on effective teaching strategies	☐	☐	☒
H03	Provide training for parents	☐	☐	☒
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention ID chronic absenteeism set goal at 98% attendance at all CRE Programs	☐	☒	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☒
K03	Conduct home visits by staff	☐	☒	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☒
K10	Coordinate with health and social services agencies	☐	☐	☒
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☒
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☒	☒
M02	Conduct home visits by staff	☐	☒	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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